

ED 369 265

FL 021 983

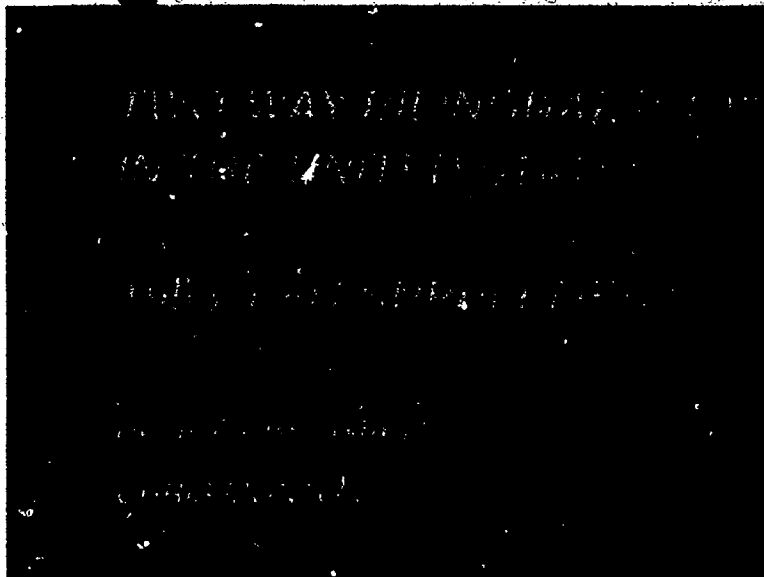
AUTHOR Christian, Donna; Montone, Chris  
TITLE Two-Way Bilingual Programs in the United States.  
1993-1994 Supplement.  
INSTITUTION National Center for Research on Cultural Diversity  
and Second Language Learning, Santa Cruz, CA.  
SPONS AGENCY Office of Educational Research and Improvement (ED),  
Washington, DC.  
PUB DATE Feb 94  
NOTE 96p.; For the 1991-92 directory, see ED 343 444; and  
for the 1992-93 supplement, see ED 353 833.  
AVAILABLE FROM NCRCDLL, Center for Applied Linguistics, 1118 22nd  
Street, N.W., Washington, DC 20037.  
PUB TYPE Reports - Descriptive (141)  
EDRS PRICE MF01/PC04 Plus Postage.  
DESCRIPTORS \*Bilingual Education Programs; Elementary Education;  
\*English (Second Language); \*Program Descriptions;  
Program Implementation; Second Language Learning;  
Second Languages; Spanish  
IDENTIFIERS \*Two Way Bilingual Education

## ABSTRACT

In two-way bilingual education programs (TBPs), students learn together through two languages in programs that aim to develop dual language proficiency along with academic achievement. In Christian and Mahrer (1992, 1993), profiles were completed for TBPs in operation during the 1991-1992 and 1992-1993 academic years. This supplement, an annual update, covers the 1993-1994 school year. The three volumes together provide information on programs in 176 schools in 17 states. Tabled data show that New York and California have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with TBPs are providing instruction in Spanish and English at the elementary school level. The programs/schools that provided information on their implementation of TBPs are profiled. They are presented alphabetically in sections by states and within states are grouped by city and school district. Data provided in these profiles include the ethnic/racial breakdown of the school, the criteria for selecting and accepting students, recruitment procedures, grade level(s) of the program, grade level increases planned, program size, funding sources, and program materials available to others. (JP)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED 369 265

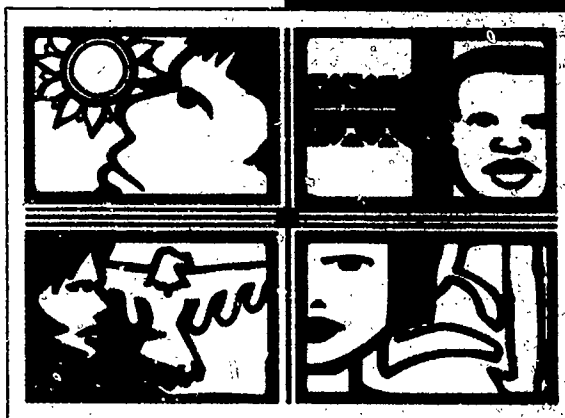


U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy.



BEST COPY AVAILABLE

7-2021983

# Two-Way Bilingual Programs in the United States

## 1993–1994 Supplement

National Center for Research on  
Cultural Diversity and Second Language Learning

*Donna Christian  
Chris Montone*

*Center for Applied Linguistics  
1118 22nd Street, NW  
Washington, DC 20037  
202-429-9292 (o) 202-659-5641 (f)*

**THIS PAGE INTENTIONALLY LEFT BLANK**

# Contents

Preface.....	v
Introduction.....	vii
List of Programs by State.....	xiii
Program Descriptions	
Alaska.....	1
Arizona.....	5
California.....	17
Florida.....	67
Massachusetts.....	71
New Mexico .....	75
New York.....	79
Texas.....	95
Index of Programs by Schools and School Districts.....	107
List of Abbreviations Used.....	108

## Preface

This volume is the second annual supplement to the 1991-1992 publication on *Two-Way Bilingual Programs in the United States*. The programs profiled in this supplement include new two-way programs and others that provided information since the earlier volumes appeared.

The information on two-way bilingual programs presented in this series is being gathered as part of a study on "Two-Way Bilingual Education: Students Learning through Two Languages" for the National Center for Research on Cultural Diversity and Second Language Learning. This Center is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on the education of language minority students in the United States. It is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Institute, in collaboration with a number of other institutions nationwide, including the Center for Applied Linguistics.

This study could not exist without the cooperation of the schools and school districts reported on here. In particular, we are grateful to the representatives of programs who provided us with large amounts of information and responded to our questions and requests when we called for clarification or to check on the accuracy of our presentation. We called on individuals who had far too much to do already to give their time and energy to this effort, and we appreciate their response. We hope that they will find the results useful.

Donna Christian  
Chris Montone  
Center for Applied Linguistics  
February 1994

## Introduction

In a growing number of schools in the United States, educators and communities are turning to *two-way bilingual education* as an effective approach to educating language minority and majority students. In these programs, students learn together through two languages in programs that aim to develop dual language proficiency along with academic achievement. Ideally, half the students in a class share a particular non-English language background (most often Spanish) and they have the opportunity to develop their native language, learn English and progress academically. Their English-background classmates learn a second language along with academic content.

In Christian and Mahrer (1992, 1993), profiles were compiled for two-way bilingual programs in operation during the 1991-1992 and 1992-1993 academic years. This supplement, an annual update, covers the 1993-1994 school year, providing profiles of additional programs, both new and ongoing. The three volumes together provide information on programs in 176 schools in 17 states. This list is still not exhaustive, since it reflects only those programs that became known to us and that chose to contribute information. We will, however, continue to document programs in future annual updates.

For a more detailed discussion of the approach, including rationale and criteria for success, see Christian and Mahrer (1992).

### Program Implementation Characteristics

Table 1 presents a summary of the programs profiled in the 1993-1994 supplement by state, district and school. Table 2 breaks these programs down by grade level, and Table 3 lists their languages of instruction. These tables parallel similar information provided in previous volumes.

Summary figures for the three volumes (1991-1992, 1992-1993, and 1993-1994) are shown in Tables 4 through 6. In prior years, some programs were included that were in the planning (pre-implementation) stage. After implementation, the programs were again profiled, in the next update. These schools thus appear in two volumes, but they are counted only once in the summary figures. As a result, the total number of schools (176) reported in these tables is lower than the sum of the schools listed in the three volumes. This total is used in all three summary tables. Likewise, school districts that appear in more than one volume are only counted once in the summary figures.

These figures show that New York and California continue to have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with two-way bilingual programs are providing instruction in Spanish and English at the elementary school level. Variability in the implementation of two-way programs remains extensive, as can be seen in the profiles in both volumes. This variability is discussed further in Christian and Mahrer (1992).

#### Overview of the Directory

Following these introductory comments, the directory supplement begins with a complete listing of schools included in the program profiles, grouped by school district, city, and state. This listing gives a quick overview of the programs included in this supplement, with grade levels served and target language used in each. The full profiles of programs/schools which provided information on their implementation of two-way bilingual education follow this list. They are presented alphabetically in sections by state, and within states, the profiles are grouped by city and school district. Each profile is formatted the same, for ease of comparison by category across entries. Categories were omitted in cases where no program information was available at this time. Following the profiles is an index, giving page number references for the schools and school districts included in the directory.

Finally, a list of abbreviations used is provided. In order to condense the presentation of information in the profiles, certain frequently occurring terms were abbreviated. In addition, many programs reported information using locally recognized abbreviations. These abbreviations are explained in the last section.



**Table 1**  
*Two-Way Bilingual Programs, 1993-1994 Supplement*

<i>State</i>	<i>Number of Districts</i>	<i>Number of Schools</i>
Alaska	1	1
Arizona	3	3
California	12	16
Florida	1	1
Massachusetts	1	1
New Mexico	1	1
New York	4	4
Texas	2	3
<b>TOTAL</b>	<b>26</b>	<b>30</b>

**Table 2**  
*Grade Levels Served in Two-Way Bilingual Programs, 1993-1994 Supplement*

<i>Grade Levels Served</i>	<i>Number of Schools</i>
Pre-K	0
Pre-K/K—5/6	26
Pre-K/K—12	2
3/4—5/6	0
K/1—8	0
6—9	2
9—12	0

**Table 3**  
*Languages of Instruction in Two-Way Bilingual Programs, 1993-1994 Supplement*

<i>Language of Instruction</i>	<i>Number of Schools</i>
Spanish/English	22
Korean/English	3
Navajo/English	2
Japanese/English	2
French/English	1

**Table 4**  
***Two-Way Bilingual Programs (1991-92, 1992-93, 1993-94)\****

<i>State</i>	<i>Number of Districts</i>	<i>Number of Schools</i>
Alaska	1	1
Arizona	4	8
California	30	57
Colorado	1	3
Connecticut	2	2
District of Columbia	1	1
Florida	2	6
Illinois	2	8
Massachusetts	6	12
Michigan	1	1
New Jersey	1	1
New Mexico	1	1
New York	35	57
Oregon	1	3
Pennsylvania	1	1
Texas	6	8
Virginia	3	5
Wisconsin	1	1
<b>TOTAL</b>	<b>99</b>	<b>176</b>

\*Some programs listed in earlier volumes as in planning stage have since been implemented and were profiled a second time. They are counted in the totals only once, however. As a result, this total is lower than the sum of the schools listed in the three volumes.

**Table 5**  
***Grade Levels Served in Two-Way Bilingual Programs (1991-92, 1992-93, 1993-94)\****

<i>Grade Levels Served</i>	<i>Number of Schools</i>
Pre-K	2
Pre-K/K—5/6	144
Pre-K/K—12	2
3/4—5/6	7
K/1—8	4
6—9	13
9—12	2

\*Two schools that were listed in the 1992-93 Supplement as "unspecified" have not implemented their programs.

**Table 6**  
*Languages of Instruction in Two-Way Bilingual Programs (1991-92, 1992-93, 1993-94)*

<i>Language of Instruction</i>	<i>Number of Schools</i>
Spanish/English	160
Cantonese/English	4
Korean/English	3
Russian/English	2
Navajo/English	2
Japanese/English	2
French/English	1
Portuguese/English	1
Haitian Creole/English	1

# List of Programs by State 1993-1994 Supplement

State/City	School	Grade Levels	Language
<b>ALASKA</b>			
Anchorage	Government Hill Elementary	K—1	Spanish
<b>ARIZONA</b>			
Rock Point	Rock Point Community School	K—12	Navajo
Tuba City	Tuba City Primary School	K—2	Navajo
Tucson	Hollinger Elementary	Pre-K—6	Spanish
<b>CALIFORNIA</b>			
Altadena	Altadena Elementary	Pre-K—1	Spanish
Artesia	Niemes Elementary	K—3	Japanese
Los Angeles	Cahuenga School	K—1	Korean
	Denker Avenue School	K	Korean
	Hamlin Street School	K—2	Spanish
	Limerick Avenue School	K—2	Spanish
	Wilton Place School	K	Korean
San Clemente	Las Palmas Model Elementary	K—2	Spanish
San Francisco	Clarendon Alternative Elementary	K—5	Japanese
San José	Meyer Elementary	K—1	Spanish
San Mateo	Fiesta Gardens International School	K—1	Spanish
Santa Cruz	DeLaveaga Elementary	1	Spanish
Santa Paula	Glen City Elementary	K—3	Spanish

**1993-19934Supplement**

<b>State/City</b>	<b>School</b>	<b>Grade Levels</b>	<b>Language</b>
<b>Santa Rosa</b>	Roseland Elementary	K—2	Spanish
<b>Vacaville</b>	Edwin Markham Elementary	K—2	Spanish
<b>Watsonville</b>	Alianza School	K	Spanish
<b>FLORIDA</b>			
<b>Pompano Beach</b>	Pompano Beach Middle	6	Spanish
<b>MASSACHUSETTS</b>			
<b>Dorchester</b>	Sarah Greenwood School	K—3	Spanish
<b>NEW MEXICO</b>			
<b>Albuquerque</b>	Alvarado Elementary	1-3	Spanish
<b>NEW YORK</b>			
<b>Fallsburg</b>	Benjamin Cosor Elementary	K—2	Spanish
<b>Larchmont</b>	The French-American School	Pre-K—10	French
<b>New Windsor</b>	Temple Hill Academy	K—1	Spanish
<b>New York City, Brooklyn</b>	IS #302 (CSD 19)	7	Spanish
<b>TEXAS</b>			
<b>Baytown</b>	Crockett Elementary	K	Spanish
	Lorenzo DeZavala Elementary	K—1	Spanish
<b>San Antonio</b>	Burleson Elementary	Pre-K—K	Spanish

**Anchorage School District  
Anchorage, Alaska**

*Project Exito: A Model of Success for Students and Parents*

**School:**

Government Hill Elementary  
525 Bluff Drive  
Anchorage, AK 99501  
907-277-4223

**Contact persons:**

Janice Gullickson  
Foreign Language Coordinator  
Anchorage School District  
4600 DeBarr Road  
Anchorage, AK 99508  
907-269-2277

Laurel Derksen  
Program Development Specialist  
Government Hill Elementary  
525 Bluff Drive  
Anchorage, AK 99501  
907-277-4223

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1993-94

**Grade level increases planned:**  
One grade level per year to grade 6

**Ethnic/racial breakdown of school:**  
40% White; 31.7% Alaskan Native/Native  
American; 13.4% Black; 8.4% Asian Pacific  
Islander; 6.5% Hispanic

**Program size:**

Grade level	# of classes	Class size
K	2	22
1	2	17

**Criteria for selecting and accepting students:**  
*Spanish speakers:*  
None

**Funding sources:**  
Title VII DBE Grant

*English speakers:*  
Government Hill students (and their siblings)  
will be given priority in the Spring lottery;  
students outside the attendance area will be  
placed on the waiting list and can participate in  
subsequent lotteries

**Program materials available to others:**  
•Brochure  
•Handbook (being developed)

**Recruitment procedures:**  
Brochure; parent liaison visits homes, schools,  
churches

**Program Objectives:**

- Students will achieve academically at grade level
- Students will develop language proficiency in both English and Spanish
- Students will develop positive self-esteem and cultural awareness and sensitivity
- Exito! will train staff and parents to be effective educators of the program's students
- Exito! parents will participate as full partners in the education of their children

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-1                      50%

**Method of separating languages  
for instruction:**  
By teacher, block of time

**Languages used for content area subjects and  
electives:**  
**K-1—Spanish instruction:**  
Science, Math, Spanish Language Arts, Art,  
Music  
**K-1—English instruction:**  
Social Studies, English Language Arts, Art,  
Music, Physical Education

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish and English  
**English speakers:**  
English and Spanish

**Instructional grouping:**  
LEP and EP students are integrated the entire  
day.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
100%

**Additional program staff:**  
•1 full time bilingual coordinator  
•4 full time bilingual aides  
•1 part time bilingual secretary  
•1 part time bilingual parent liaison

**Computer use:**  
In English; Spanish software on order

**Curriculum materials and development:**  
Thematic units for Science, Math, and Language  
Arts

PROGRAM EVALUATION
--------------------

**Evaluator:**

Kathryn Lindholm  
 Child Development  
 San José State University  
 San José, CA 95192  
 408-856-0866

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency	SOLOM, Emerging Literacy Assessment Form (Chapter 1 assessment)
English language proficiency	IPT, SOLOM, Emerging Literacy Assessment Form
Academic achievement in target language	La Prueba
Academic achievement in English	ITBS
Self-esteem/competence	Pictorial Scale of Perceived Competence and Acceptance for Young Children

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent advisory board
- Parent liaison
- Parent classes on various topics including parenting and Spanish and English language lessons

**Community responses to the program:**

- Extremely positive

**School Board's view of the program:**

- Very supportive

**Advice to start-up programs:**

- Have instructional aides in place before beginning of the year
- Consider limiting times when parents can visit classrooms in order to limit disruptions to teaching

**Most important feature of the program:**

- Emphasis on bilingualism and multiculturalism with a focus on the home-school connection
- Commitment of the parents is a vital key to the success of the program
- The fact that this program is a model program for the Anchorage community is very important; the model may later be replicated for a different language



**Hollinger Elementary School  
Tucson, Arizona**

***Two-Way Developmental Bilingual Education Program***

**Schools:**

Hollinger Elementary School  
150 W. Ajo Way  
Tucson, AZ 85713  
602-798-2740

**Contact persons:**

Maria C. Patterson  
Principal  
150 W. Ajo Way  
Tucson, AZ 85713  
602-798-2740

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
Pre-K-6

**Year program began:**  
1986-87

**Grade level increases planned:**  
None

**Ethnic/racial breakdown of school:**  
93% Hispanic; 4% Native American; 2% White;  
1% Black

**Program size:**

Grade level	# of classes	Class size
PACE*	1	20
K	6	20
1	5	25
2	5	26
3	4	29
4	4	25
4/5	1	26
5	3	26
6	4	28

**Criteria for selecting and accepting students:*****Spanish speakers:***

Native language ability as determined by LAS

***English speakers:***

Native language ability as determined by LAS

**Recruitment procedures:**  
None

**Funding sources:**  
Chapter 1 and district funds

**Program materials available to others:**  
•Brochure

\*Parent And Child Education (Pre-K)

**Program Objectives:**

- To develop proficiency and literacy in Spanish and English
- To maintain and preserve cultural heritage and pride
- To develop a bilingual, multicultural community of students
- To provide bilingual education opportunities to students K-12 as part of a feeder school program

## INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish is used for instruction:**

K-1	90%
2	75%
3	65%
4-6	50%

**Method of separating languages for instruction:**

1-3	by teacher
4-6	by subject, theme, day, week

**Languages used for content area subjects and electives:****K-3—Spanish instruction:**

Language Arts, Social Studies, Science, Math, SSL

**K-3—English instruction:**

Art, Music, Physical Education, ESL

**4-6—Spanish instruction:**

Language Arts, Social Studies, Science, SSL

**4-6—English instruction:**

Math, Science, Social Studies, Music, Physical Education, ESL

**Language of initial reading instruction:****Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

K-3 LEP and EP students integrated for about 40% of the day; 4-6 students fully integrated

**Percent of program teachers proficient in both languages:**

97%

**Percent of program staff proficient in both languages:**

62.5%

**Additional program staff:**

- 2 full time special education assistants
- 3 full time Chapter 1 aides
- 1 full time family support liaison
- 1 part time librarian
- 1 full time computer technician
- 20 part time bilingual aides

**Computer use:**

In English and Spanish

**Curriculum/materials development:**

Classroom teachers supplement English and Spanish instructional materials.

PROGRAM EVALUATION
--------------------

**Evaluator:**

Kathleen Silvers (Chapter 1 Evaluator)  
 1010 E. 10th St.  
 Tucson, AZ 85717  
 602-798-2020

Dr. Leonard Basurto (Bilingual Ed. Dept.)  
 1010 E. 10th St.  
 Tucson, AZ 85717  
 602-882-2441

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish language proficiency

SLAPA

English language proficiency

LAPA

Academic achievement in Spanish

District and state assessments

Academic achievement in English

District and state assessments

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Adult ESL, GED, and computer literacy classes
- Home visits (by faculty and staff)

**Community responses to the program:**

- Excellent

**School Board's view of the program:**

- Positive and considered an exemplary program

**Advice to start-up programs:**

- Invest time in design
- Train faculty
- Provide an enrichment model (additive bilingualism)
- Have patience in results (5-7 years)

**Most important feature of the program:**

- Provide strong language instruction in both languages
- Year-round education program with 3 week academies between 12-week sessions

**Rock Point Community School  
Rock Point, Arizona**

***Bilingual Education Program***

**Schools:**

Rock Point Community School  
Highway 191  
Rock Point, AZ 86545  
602-659-4221

**Contact persons:**

Stella Tsinajinnie (K-6) & Melvin Arthur (7-12)  
Rock Point Community School  
Highway 191  
Rock Point, AZ 86545  
602-659-4221

**BACKGROUND INFORMATION**

**Languages used in the program:**

Navajo/English

**Grade level(s) of the program:**

K-12

**Year program began:**

1968-69

**Grade level increases planned:**

None

**Ethnic/racial breakdown of school:**

99% Navajo; 1% Other

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K-3	8	24
4	2	24
5	1	29
6	1	35
7-12	6	28

**Criteria for selecting and accepting students:**

*Navajo speakers:*

None

*English speakers:*

None

**Funding sources:**

ISEP; Title V for Applied Literacy Program

**Recruitment procedures:**

None

**Program materials available to others:**

•Student bilingual newspaper

***Program Objectives:***

- Students will become proficient speakers, readers, and writers of the Navajo and English languages
- Students will acquire cultural knowledge of at least two cultures: Navajo and Anglo-American
- Students will develop critical thinking skills in Navajo and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING
-------------------------------------------

**Percent of time Navajo is used for instruction:**

K-5	50%
6	25%
7-12	15%

**Method of separating languages for instruction:**

By block of time, subject

**Languages used for content area subjects and electives:*****K-5—Navajo instruction:***

Reading, Language Arts, Math, Science, Social Studies, Health

***K-5—English instruction:***

Reading, Language Arts, Math, Science, Social Studies, Health

***6—Navajo instruction:***

Navajo Literacy class, Social Science (one semester), Science (one semester)

***6—English instruction:***

Reading, Language Arts, Math, Science, Social Studies, Health, Physical Education

***7-12—Navajo instruction:***

Applied Literacy, Navajo Social Studies, Electives

***7-12—English instruction:***

Reading, Language Arts, Math, Science, Social Studies, Health, Physical Education, Home Economics, Shop, Electives

**Language of initial reading instruction:*****Navajo speakers:***

Navajo

***English speakers:***

English

**Instructional grouping:**

LEP and EP students are integrated the entire day.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 2 full time elementary evaluators
- 1 full time secondary evaluator
- 1 full time Math/Science coordinator

**Computer use:**

In English and Navajo

**Curriculum/materials development:**

Elementary-level storybooks in Navajo; Social Studies materials in Navajo; teaching guides in Navajo and English

PROGRAM EVALUATION
--------------------

**Evaluator:**

Thomas Benally, Priscilla Chee, Florian Johnson  
 Rock Point Community School  
 Highway 191  
 Rock Point, AZ 86545  
 602-659-4221

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency

Local CRTs

English language proficiency

CTBS

Academic achievement in target language

Local CRTs

Academic achievement in English

CTBS

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Elected Parent Involvement Committee
- Parent-Teacher conferences
- Parent nights

**Community responses to the program:**

- Majority of community supports the bilingual program

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Design a program to fit the specific needs of the community
- Be willing to commit time, money, and resources needed for the program to succeed
- Welcome visitors to exchange ideas and materials

**Most important feature of the program:**

- Over 90% of the academic staff are members of the Navajo tribe and are excellent bilingual role models

**Tuba City Unified School District #15  
Tuba City, Arizona**

*Dual Language Program*

**Schools:**

Tuba City Primary School  
Box 67  
Tuba City, AZ 86045  
602-283-6277

**Contact persons:**

Ray L. Vernon  
Principal/Bilingual Director  
Box 67  
Tuba City, AZ 86045  
602-283-6277

Louise Scott  
Box 67  
Tuba City, AZ 86045  
602-283-6277

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Navajo/English

**Year program began:**  
1992-93

**Ethnic/racial breakdown of school:**  
95% Native American, 5% Other

**Criteria for selecting and accepting students:**  
*Navajo speakers:*

Parental request; language assessment: Navajo  
must be dominant language

*English speakers:*

Parental request; language assessment

**Recruitment procedures:**  
None

**Grade level(s) of the program:**  
K-2

**Grade level increases planned:**  
One grade level per year to grade 5

**Program size:**

Grade	# of classes	Class size
K	2	20
1	2	25
2	2	22

**Funding sources:**

Title VII and district funds

**Program materials available to others:**

- Dual Language Program Instructor's Manual
- Navajo literacy curriculum materials

**Program Objectives:**

- By the end of the fourth grade the Navajo dominant LEP students will have significantly increased their capacity to function in the English curriculum, and English proficient students will have significantly increased their capacity to function in the Navajo curriculum
- Navajo dominant LEP students will become literate in their native language and in English
- English proficient students will develop high levels of proficiency in Navajo while making normal progress in their first language development
- Both language groups will perform academically at grade level, develop positive attitudes toward the two languages and the communities they represent, and develop a positive self image
- Navajo language curriculum materials will be significantly increased
- Non-certified staff and certified teachers will increase their levels of academic preparation; a significant number of instructional aides will acquire teaching credentials
- Parental involvement will increase significantly

## INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Navajo is used for instruction:**

K	50%
1	50%
2	50%

**Method of separating languages for instruction:**

By block of time, theme, teacher

**Languages used for content area subjects and electives:****K-2—Navajo instruction:**

Language Arts, Reading, Writing, Social Studies, Science, Health, Art

**K-2—English instruction:**

Language Arts, Reading, Writing, Social Studies, Science, Math, Health, Art

**Language of initial reading instruction:****Navajo speakers:**

Navajo

**English speakers:**

English

**Instructional grouping:**

LEP and EP students are integrated for 3-4 hours a day and separated for Math and higher level academics in all areas.

**Percent of program teachers proficient in both languages:**

67%

**Percent of program staff proficient in both languages:**

75%

**Additional program staff:**

- 6 full time bilingual aides
- 1 part time language development/instructional specialist
- 1 full time parent coordinator

**Computer use:**

None

**Curriculum/materials development:**

Dual Language Program Instructor's Manual in Navajo and English, including topical themes developed by principal and staff



PROGRAM EVALUATION
--------------------

**Evaluator:**

Jon Reyhnor  
Box 2933  
Tuba City, AZ 86045

**Evaluation components and procedures:***Items under assessment**Procedures/instruments*

Target language proficiency

WROL

English language proficiency

IPT

Academic achievement in target language

Portfolios

Academic achievement in English

ITBS

Self esteem/competence

Self Esteem Profile

Attitudes

Reading Attitude Inventory

Others

District Assessment Program, Student Management System

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations

**Community responses to the program:**

- Parents have demonstrated their support by speaking out at Board meetings to ensure continuation of the program and by asking for increased time in the Navajo language

**School Board's view of the program:**

- 100% supportive

**Advice to start-up programs:**

- Do your homework; involve key people; visit model programs

**Most important feature of the program:**

- Positive attitude on the part of the administration, staff, students, and parents; principal is very knowledgeable about bilingual education

**ABC Unified School District  
Artesia, California**

***Two-Way Immersion Program***

**Schools:**

Niemes Elementary School  
16715 S. Jersey Avenue  
Artesia, CA 90701  
310-865-9586

**Contact persons:**

Lupe Sandoval  
Title VII Facilitator  
16715 S. Jersey Ave.  
Artesia, CA 90701  
310-865-9586

Shelly Spiegel-Coleman  
Los Angeles County Office of Education  
9300 Imperial Highway  
Downey, CA 90242-2890  
310-922-6332

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Japanese/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
1991-92

**Grade level increases planned:**  
One grade level per year to grade 7

**Ethnic/racial breakdown of school:**  
41% Hispanic; 38% White; 15% Asian; 3%  
Black; 3% Other

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	30
1	1	30
2	1	30
3	1	30

**Criteria for selecting and accepting students:**  
***Japanese and English speakers:***  
Parental request

**Funding sources:**  
Title VII funds

**Recruitment procedures:**  
District-wide parent meetings; school visitation  
by parents; brochures; newsletters

**Program materials available to others:**  
•Videos  
•Brochures  
•Newsletters

**Program Objectives:**

- To become bilingual and biliterate in English and Japanese
- To acquire knowledge in all academic subjects as outlined in the district guidelines
- To cultivate understanding and appreciation of students' cultures
- To inspire self-esteem and strengthen positive attitudes among students, their families and communities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Japanese is used for instruction:**

K-1	90%
2-3	80%

**Method of separating languages for instruction:**

By block of time, day, teacher

**Languages used for content area subjects and electives:**

***K-3—Japanese instruction:***

Language Arts, Science, Math, Social Studies, Music, Art

***K-2—English instruction:***

English Language Development, Physical Education, Music

***3—English instruction:***

English Language Development, Physical Education, Music, Language Arts

**Language of initial reading instruction:**

***Japanese speakers:***

Japanese

***English speakers:***

Japanese

**Instructional grouping:**

LEP and EP students are integrated all day, except for English Language Development.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 part time Title VII facilitator
- 1 part time district bilingual resource teacher

**Computer use:**

In Japanese only

**Curriculum/materials development:**

None

PROGRAM EVALUATION
--------------------

**Evaluator:**

Dr. Kathryn Lindholm  
 San José State University  
 One Washington Square  
 San José, CA 95192-0074  
 408-924-3752

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency	SOLOM
English language proficiency	SOLOM, LAS
Academic achievement in target language	Aprenda, Portfolios
Academic achievement in English (grades 4-7)	CTBS, Portfolios
Self esteem/competence	Perceived competence, self-esteem questionnaire

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes (e.g., parent/child literacy class in immersion kindergarten)
- Parent/student annual conference
- End-of-year family luncheon

**Community responses to the program:**

- Participating families have expressed the critical need for today's students to acquire multilingual abilities in order to participate in the global community of the 21st Century; they also value and appreciate the culturally diverse student population represented in the program

**School Board's view of the program:**

- Supportive
- Recruits students district-wide for program and provides transportation

**Advice to start-up programs:**

- Make sure you have support of district office and school board
- Have a staff that is knowledgeable about two-way theory and instructional methodology
- Network with other two-way programs

**Most important feature of the program:**

- Thematic units through literature make the target language meaningful and provide students with multiple opportunities to acquire both language and core concepts in all curriculum areas

**Alum Rock Union School District  
San José, California**

***Project ALAS (Academics and Language Acquisition in Spanish)***

**School:**

Meyer School  
1824 Daytona Drive  
San José, CA 95122  
408-258-8208

**Contact persons:**

Norma Fierro  
Bilingual Director  
Alum Rock Union School District  
2930 Gay Avenue  
San José, CA 95127  
408-258-4923 x376

Eva Ruth  
Title VII Resource Teacher  
Meyer School  
1824 Daytona Drive  
San José, CA 95122  
408-258-4923 x685

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1993-94

**Grade level increases planned:**  
One grade level per year to grade 5

**Ethnic/racial breakdown of school:**  
69% Hispanic; 8% White; 8% Filipino; 6% Asian; 4% Black; 3% Native American; 1% Pacific Islander

**Program size:**

Grade level	# of classes	Class size
K	1	31
1	1	26

**Criteria for selecting and accepting students:*****Spanish speakers:***

Must be fluent in Spanish and must have parent consent to participate

***English speakers:***

Must be fluent in English and must have parent consent to participate; English speakers will be accepted for grades K-1 only (exceptions considered on an individual basis)

**Funding sources:**

Title VII DBE Grant with a gradual assumption of program costs by the Alum Rock School District

**Program materials available to others:**

- In the process of acquiring videos, program guidelines, and assistance from San José State University
- Developing brochures and newsletters

**Recruitment procedures:**

Monthly parent meetings

**Program Objectives:**

- To develop superior academic excellence and full bilingualism
- To develop competency in challenging subject matter including English, mathematics, science, history, and geography
- To ensure all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy
- To develop literacy, knowledge, and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship
- To foster positive cross cultural attitudes towards the communities that the two languages represent
- To foster positive self-esteem for all participating students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	90%
1	80%

**Method of separating languages for instruction:**

By subject and team teaching

**Languages used for content area subjects and electives:**

***K-1—Spanish instruction:***

Spanish Language Arts, Physical Education, Social Studies, Music, Art, Story Time, Handwriting, Reading

***K-1—English instruction:***

English Language Arts

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

Spanish

**Instructional grouping:**

LEP and EP students work in heterogeneous mixed language groups.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

86%

**Additional program staff:**

- 2 part time bilingual aides
- 1 full time resource teacher
- 1 full time special projects assistant

**Computer use:**

*Jostens Learning Program* in Spanish

**Curriculum/materials and development:**

None

PROGRAM EVALUATION
--------------------

**Evaluator:**

Dr. Alexander Sapiens  
 San José State University  
 One Washington Square  
 San José, CA 95124  
 408-924-3760

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish language proficiency

LAS, SOLOM, IPT, Portfolios

English language proficiency

LAS, SOLOM, IPT, Portfolios

Academic achievement in Spanish

Aprenda, Portfolios

Academic achievement in English

Stanford 8, Portfolios

Self-esteem/competence

Video portfolio

Attitudes

Video portfolio

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes
- Bilingual Site Advisory Committee
- Parent-teacher collaboration workshops are being developed

**Community responses to the program:**

- Very favorable

**School Board's view of the program:**

- The district's Board of Trustees has taken a proactive role in meeting the new challenges provided to schools by the changing student population

**Advice to start-up programs:**

- Have a full time resource teacher available to field parent and teacher questions and concerns
- Meet with parents of pre-schoolers to educate them about and interest them in the program
- Have more kindergarten than first grade classes so as to avoid termination of the program due to diminishing class sizes resulting from attrition

**Most important feature of the program:**

- The availability of resource personnel that can address the needs of both the teachers and the parents involved in the program in order to keep it running smoothly and effectively

**Capistrano Unified School District  
San Clemente, California**

***Two-Way Language Immersion Program***

**School:**

Las Palmas Elementary School  
1101 Calle Puente  
San Clemente, CA 92672  
714-492-3456

**Contact persons:**

Doug Kramer  
Principal  
Las Palmas Elementary School  
1101 Calle Puente  
San Clemente, CA 92672  
714-492-3456

Jody Wiencek  
Title VII Project Coordinator  
Las Palmas Elementary School  
1101 Calle Puente  
San Clemente, CA 92672  
714-492-3456

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K

**Year program began:**  
1993-94

**Grade level increases planned:**  
One grade level per year to grade 5

**Ethnic/racial breakdown of school:**  
49% White; 48% Hispanic; 2% Black;  
<1% Asian

**Program size:**

Grade level	# of classes	Class size
K	2	30

**Criteria for selecting and accepting students:**  
*Spanish speakers:*

None

*English speakers:*

None

**Funding sources:**  
Title VII DBE Grant

**Recruitment procedures:**  
Brochures, community meetings, school  
meetings, mailings, media advertising

**Program materials available to others:**  
•Parent resource materials: Spanish books and  
tapes, videos

***Program Objectives:***

- Students will achieve bilingual/biliterate proficiency
- Students will achieve academic proficiency at or above grade level
- Students will develop cross-cultural understanding



**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K 90%

**Method of separating languages for instruction:**

By block of time, teacher

**Languages used for content area subjects and electives:**

***K—Spanish instruction:***

Math, Reading, Social Studies, Science, Art, Physical Education, Music

***K—English instruction:***

Music, Art, Oral Language

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

Spanish

**Instructional grouping:**

LEP and EP students are integrated the entire day.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 2 part time bilingual aides
- 1 full time bilingual coordinator

**Computer use:**

In Spanish only

**Curriculum/materials development:**

Thematic units in Spanish and English on transportation, the five senses, and school items

**PROGRAM EVALUATION**

**Evaluator:**

Kathryn Lindholm  
Child Development  
San José State University  
San José, CA 95192  
408-856-0866

**Evaluation components and procedures:**

Target language proficiency

English language proficiency

Academic achievement in target language

Academic achievement in English

***Procedures/Instruments***

IPT, SOLOM, Teacher observations

IPT, SOLOM, Teacher observations

Authentic assessment

Portfolios

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent councils
- Classroom assistance
- Parent education nights to help parents understand two-way program design, literacy and language development

**Community responses to the program:**

- Participating families are very enthusiastic and pleased

**School Board's view of the program:**

- Find it interesting and feel there should be more like it

**Advice to start-up programs:**

- Start small; think carefully about your budget; hire good teachers

**Most important feature of the program:**

- Qualified; committed bilingual teachers

**Los Angeles Unified School District  
Los Angeles, California**

***Korean/English Two-Way Immersion Program***

**Schools:**

Cahuenga School  
220 S. Hobart Boulevard  
Los Angeles, CA 90004  
213-386-6303

Denker Avenue School  
1620 W. 162nd Street  
Gardena, CA 90247  
310-327-9420

Wilton Place School  
745 S. Wilton Place  
Los Angeles, CA 90005  
213-389-1181

**Contact persons:**

Chin H. Kim  
Program Coordinator  
Los Angeles Unified School District  
450 N. Grand Avenue, Room G-290  
Los Angeles, CA 90012  
213-625-6106

Craig C. Merrill  
Advisor  
Los Angeles Unified School District  
450 N. Grand Avenue, Room G-290  
Los Angeles, CA 90012  
213-625-6106

**BACKGROUND INFORMATION**

**Languages used in the program:**

Korean/English

**Grade level(s) of the program:**

K-1

**Year program began:**

1992-93 (Cahuenga)  
1993-94 (Denker Avenue and Wilton Place)

**Grade level increases planned:**

One grade level per year through 6th grade at Wilton Place and through 5th grade at Cahuenga and Denker Avenue

**Ethnic/racial breakdown of schools:****Cahuenga:**

60% Hispanic; 28.2% Asian (mostly Korean); 5.1% Filipino; 4.2% White; 2.5% Black

**Denker Avenue:**

37.3% Hispanic; 35.6% Asian (Korean & Japanese); 13.4% White; 8.9% Black; 3.4% Pacific Islander; 1.3% Filipino; <1% American Indian

**Wilton Place:**

49.4% Asian (mostly Korean); 40.1% Hispanic; 5.1% Black; 2.8% Filipino; 1.2% White; 1% Pacific Islander

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
<b>Cahuenga:</b>		
K	1	31
1	1	27
<b>Denker Avenue:</b>		
K	1	30
<b>Wilton Place:</b>		
K	1	30

**Funding sources:**

Title VII DBE Grant

**Criteria for selecting and accepting students:****Korean speakers:**

Age and Korean language proficiency

**English speakers:**

Age and English language proficiency

**Program materials available to others:**

•Program guidelines

**Recruitment procedures:**

Conferences and parent and community meetings

**Program Objectives:**

- Language minority and majority students will develop high levels of communicative and academic second language proficiency
- Language minority and majority students will maintain and develop primary language skills comparable to, or surpassing, the achievement of students of similar socio-economic backgrounds in other programs
- Language minority and majority students will develop average to superior progress in achieving the objectives of the district's elementary school curriculum
- Language minority and majority students will develop positive attitudes towards their group and other groups
- Language minority and majority students will develop a psycho-social understanding of the language, culture, and people of their group and other groups
- Language minority and majority students will develop computer literacy skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Korean is used for instruction:**

K	71%
l	65%

**Method of separating languages for instruction:**

By teacher

**Languages used for content area subjects and electives:**

***K—Korean instruction:***

Language Arts, Math, Social Studies, Science/Health, Physical Education, Computer Science, Tutorial Project

***K—English instruction:***

Language Arts, Tutorial Project

**Language of initial reading instruction:**

***Korean speakers:***

Korean

***English speakers:***

English

**Instructional grouping:**

LEP and EP students are integrated for the entire day and work in heterogeneous cooperative groups.

**Percent of program teachers proficient in both languages:**

100% (at all 3 sites)

**Percent of program staff proficient in both languages:**

75% (at all three sites)

**Additional program staff:**

- 1 full time advisor
- 1 full time coordinator
- 3 part time bilingual aides

**Computer use:**

In Korean and English (IBM and MacIntosh compatible software)

PROGRAM EVALUATION
--------------------

**Evaluator:**

Dr. Russell N. Campbell  
 11250 Bunche Hall  
 University of California, Los Angeles  
 Hilgard Avenue  
 Los Angeles, CA 90024  
 213-825-2510

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Korean language proficiency	BINL
English language proficiency	LAS
Academic achievement in Korean	Basic Elementary-Secondary Test--Korean
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes (at Cahuenga)

**Community responses to the program:**

- Exceedingly positive

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Be sure to have a planning year that focuses on parent and staff training
- Try to have a total two-way immersion school to avoid conflict and misunderstanding with non-project staff

**Most important feature of the program:**

- Incorporation of an interdisciplinary approach that facilitates learning through computer technology

**Los Angeles Unified School District  
West Hills and Canoga Park, California**

*Language Academy Through the Visual and Performing Arts*

**Schools:**

Hamlin Street School  
22627 Hamlin Street  
West Hills, CA 91306  
818-348-4741

Limerick Avenue School  
8530 Limerick Avenue  
Canoga Park, CA 91306  
818-341-1730

**Contact persons:**

Frances Rodriquez  
Instructional Advisor  
c/o Model Bilingual Programs  
1320 W. Third St., Room 131  
Los Angeles, CA 90037  
213-625-4097

Diane Hernandez  
Project Director, Model Bilingual Programs  
c/o Model Bilingual Programs  
1320 W. Third St., Room 131  
Los Angeles, CA 90037  
213-625-4097

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1992-93

**Grade level increases planned:**  
One grade level per year to grade 5

**Ethnic/racial breakdown of school:**

*Hamlin:* 48.8% White; 29.9% Hispanic; 11.4% Black; 7.5% Asian; .4% Native American; 2% Other  
*Limerick:* 52% Hispanic; 31% White; 8.6% Asian; 6.3% Black; .04% Native American; 2% Other

**Program size:**

Grade level	#of classes	Class size
<i>Hamlin</i>		
K-1	1	21
1-2	1	23
<i>Limerick</i>		
K	1	32
1	1	28
2	1	30

**Criteria for selecting and accepting students:**  
None

**Funding sources:**  
Title VII

**Recruitment procedures:**

Brochures, community/parent meetings, public service announcements

**Program materials available to others:**

- Brochures
- Program guidelines
- Quarterly newsletters

**Program Objectives:**

- By the end of the third year of the program, 80% of the LEP students will score at or above 15 points in English oral language skills on the SOLOM, 90% of the EP students will score at or above 21 points on the SOLOM
- By the end of the third year of the program, 90% of the LEP students will score at or above 21 points in Spanish on the SOLOM, 80% of the EP students will score at or above 15 points in Spanish on the SOLOM
- By the end of the third year of the program, 50% of the EP students and 50% of the LEP students will score at or above the 50th percentile in Spanish reading achievement (Aprenda)
- By the end of the third year of the program, 50% of the LEP students and 50% of the EP students will score at or above the 50th percentile in math achievement

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1 90%  
2 80%

**Method of separating languages for instruction:**

By teacher

**Languages used for content area subjects and electives:**

**K-2—Spanish instruction:**

All content subjects, Physical Education, Art, Music

**K-2—English instruction:**

Oral Literacy Skills

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Students are integrated the entire day.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 4 part time bilingual aides
- 1 instructional advisor

**Computer use:**

In Spanish only

**Curriculum/materials development:**

A teachers' manual for two-way immersion was developed by an inter-district committee.

PROGRAM EVALUATION
--------------------

**Evaluator:**

Kathryn Lindholm  
 Child Development  
 San José State University  
 San José, CA 95192  
 408-856-0866

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency	SOLOM
English language proficiency	SOLOM
Academic achievement in target language	Aprenda
Attitudes	Parent and student attitude surveys
Writing	Interactive Journals
Reading	Reading Rubric, Oral Reading Inventory

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes

**Community responses to the program:**

- Mixed—most parents whose children participate in the program are quite enthusiastic

**Advice to start-up programs:**

- Research the community's needs and resources
- Conduct community meetings to explain the program and listen to responses and concerns

**Most important feature of the program:**

- Dedication of the staff; on-going training



**Pajaro Valley Unified School District  
Watsonville, California**

***Alianza Dual Language Immersion Program***

**Schools:**

Alianza School  
440 Arthur Road.  
Watsonville, CA 95076  
408-728-6333

**Contact persons:**

Michael Jones  
Principal  
440 Arthur Road  
Watsonville, CA 95076  
408-728-6333

Pola Espinoza  
440 Arthur Road  
Watsonville, CA 95076  
408-728-6333

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

K

**Year program began:**

1993-94

**Grade level increases planned:**

One grade level per year to grade 6

**Ethnic/racial breakdown of school:**

78% Hispanic; 20% White; 1% Black; 1% Asian

**Program size:**

Grade level	# of classes	Class size
K	3	29

**Criteria for selecting and accepting students:*****Spanish speakers:***

None

***English speakers:***

Taken from one of four district attendance areas  
as part of desegregation policy

**Funding sources:**

General school funds

**Recruitment procedures:**

Visits to magnet community pre-schools;  
parental meetings

**Program materials available to others:**

- Brochure
- Program guidelines
- Newsletter

***Program Objectives:***

- Students will become fully bilingual and biliterate
- Students will achieve general academic excellence
- Students will acquire positive attitudes toward the cultures represented in our academic community

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K 90%

**Method of separating languages for instruction:**  
By block of time and teacher

**Languages used for content area subjects and electives:**  
*K—Spanish instruction:*  
All subjects

*K—English instruction:*  
Twenty minutes daily

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*English speakers:*  
Spanish

**Instructional grouping:**  
LEP and EP students are integrated the entire day.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•2 full time bilingual aides

**Computer use:**  
None

**Curriculum/materials development:**  
None

**PROGRAM EVALUATION**

**Evaluator:**  
Program is not being evaluated at this time

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**  
•Parent councils  
•School visitations  
•Classroom assistance  
•Parent in-service program

**Community responses to the program:**  
•100% of those who pre-registered for kindergarten were in support of beginning the program

**School Board's view of the program:**  
•Voted by narrow margin to allow the program to be implemented after much lobbying by program staff

**Advice to start-up programs:**  
•Begin researching and planning program and visiting other schools about 1-2 years before starting

**Most important feature of the program:**  
•Committed staff and teamwork

**Pasadena Unified School District  
Altadena, California**

***Altadena Two-Way Bilingual Immersion Program***

**School:**

Altadena Elementary School  
743 E. Calaveras Street  
Altadena, CA 91001  
818-798-7878

**Contact persons:**

Oscar Palmer  
Title VII Project Director  
Pasadena Unified School District  
Office of Bilingual Education  
351 S. Hudson Ave.  
Pasadena, CA 91109  
818-795-6981

Theresa M. Morales  
Title VII Project Resource Teacher  
Altadena Elementary School  
743 E. Calaveras Street  
Altadena, CA 91001  
818-798-8395

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
Pre-K—1

**Year program began:**  
February 1993

**Grade level increases planned:**  
One grade level per year to grade 6

**Ethnic/racial breakdown of school:**  
56% Black; 31% Hispanic; 10% White;  
2% Asian; 1% Other

**Program size:**

Grade level	# of classes	Class size
Pre-K	1	22
K	1	28
K-1	1	28
1	1	30

**Criteria for selecting and accepting students:**  
***Spanish speakers:***

50% LEP students; target school students have preference over students from the rest of the school district

***English speakers:***

10% Hispanic English-only; 20% Afro-American; 20% Anglo-Caucasian; test score and willingness to participate; target school students have preference over students from the rest of the school district

**Funding sources:**  
Title VII DBE Grant

**Program materials available to others:**  
(in development)

**Recruitment procedures:**

Program is advertised at "Back to School Night"

**Program Objectives:**

- To expand the program to include students from Pre-K through 6th grade
- To create a program that is linguistically and ethnically integrated
- All children will develop initial literacy skills in the target language
- All children will develop and maintain literacy in both Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

Pre-K-K	90%
K-1	90%
1	80%

**Method of separating languages for instruction:**

By teacher

**Languages used for content area subjects and electives:**

***Pre-K-1—Spanish instruction:***

All content subjects, except English Language Development

***Pre-K-1—English instruction:***

English Language Development

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

Spanish

**Instructional grouping:**

LEP and EP students are integrated for the entire day, except for English language development.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time resource teacher
- 1 part time community aide
- 2 part time instructional aides

**Computer use:**

Most is in English; computer use in Spanish is growing as resources are acquired.

**PROGRAM EVALUATION**

**Evaluator:**

Ira Nelken & Associates, Inc.  
207 37th Street  
Richmond, CA 94805  
510-232-4981

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish language proficiency

Pre-LAS, LAS, SOLOM

English language proficiency

Pre-LAS, LAS, SOLOM, IPT

Academic achievement in Spanish

SABE, La Prueba

Academic achievement in English

Stanford

Self-esteem/competence

Socio-cultural development observation guides

Psycho-social development

Perceived competence scale for children

Monitoring of project installation

Analysis of implementation and student progress

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
----------------------------------------

**Parent involvement:**

- In the process of recruiting parents for parent councils, school visitations, classroom assistance, and parent language classes

**Community responses to the program:**

- Positive

**School Board's view of the program:**

- Very positive -- the school board is committed to facilitating the learning of a second language

**Advice to start-up programs:**

- Make sure the other school staff and community are aware of the program and its benefits from the start

**Most important feature of the program:**

- Fluent teachers in both languages who are also knowledgeable about two-way bilingual education

**Roseland Elementary School  
Santa Rosa, California**

***Roseland Immersion Program***

**Schools:**

Roseland Elementary School  
950 Sebastopol Road  
Santa Rosa, CA 95407  
707-545-0102

**Contact persons:**

Laura Vallejo  
Bilingual Program Coordinator  
950 Sebastopol Road  
Santa Rosa, CA 95407  
707-545-0102

Ken Saltzberg  
Principal  
950 Sebastopol Road  
Santa Rosa, CA 95407  
707-545-0102

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1992-93

**Grade level increases planned:**  
One grade level per year to grade 6

**Ethnic/racial breakdown of school:**  
47% White; 28% Hispanic; 10% Asian; 7%  
Black; 8% Other

**Program size:**

Grade	# of classes	Class size
K	1	30
1	1	27
2	1	26

**Criteria for selecting and accepting students:**  
(In development)

**Funding sources:**  
District, ESEA, Chapter 1

**Recruitment procedures:**  
None

**Program materials available to others:**  
None at this time

***Program Objectives:***

- All students will become biliterate and bilingual
- Promote cross-cultural understanding and tolerance

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish is used for instruction:**

K	90%
1	90%
2	80%

**Method of separating languages for instruction:**

By block of time and by teacher

**Languages used for content area subjects and electives:**

***K—Spanish instruction:***

All courses, except English Language Development (ELD)

***K—English instruction:***

ELD

***1—Spanish instruction:***

All content and elective courses, except ELD

***1—English instruction:***

ELD

***2—Spanish instruction:***

All content courses, except ELD

***2—English instruction:***

Art, Drama, Music, ELD

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

Spanish

**Instructional grouping:**

LEP and EP students are integrated the entire day, except for English Language Development.

**Percent of program teachers proficient in both languages:**

67%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time bilingual aide
- 1 part time bilingual aide
- 1 part time Title VII resource teacher
- 1 part time program coordinator

**Computer use:**

In English and Spanish

**Curriculum/materials development:**

(In process of developing)

PROGRAM EVALUATION

**Evaluator:**

In-house

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency	IPT
English language proficiency	IPT
Academic achievement in target language	SABE
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent education

**Community responses to the program:**

- Great

**School Board's view of the program:**

- Very supportive

**Advice to start-up programs:**

- Seek assistance in planning and implementing the program

**Most important feature of the program:**

- The program is tailored to the particular needs of the school and community



**San Francisco Unified School District  
San Francisco, California**

***Japanese Bilingual Bicultural Program***

**Schools:**

Clarendon Alternative Elementary School  
500 Clarendon Avenue  
San Francisco, CA 94131  
415-759-2796

**Contact persons:**

Dr. V. Kanani Choy  
Principal  
500 Clarendon Avenue  
San Francisco, CA 94131  
415-759-2796

Joyce Hata  
500 Clarendon Avenue  
San Francisco, CA 94131  
415-759-2796

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Japanese/English

**Grade level(s) of the program:**  
K-5

**Year program began:**  
1972-73

**Grade level increases planned:**  
None

**Ethnic/racial breakdown of school:**  
38.1% Asian; 32.5% White; 10.5% Hispanic;  
6.3% Black; 1.2% Native American; 11.4%  
Other

**Program size:**

Grade level	# of classes	Class size
K	2	33
1	2	30
2	1	30
3	2	30
4	2	33
5	1	33

**Criteria for selecting and accepting students:**

**Japanese speakers:**  
Tested and identified as LEP or NEP

**English speakers:**  
None

**Funding sources:**  
School improvement (state) funds, LEP funds,  
parent donations, federal grant for uncommonly  
taught language instruction

**Recruitment procedures:**  
District-run lottery to fill available space

**Program materials available to others:**

- Brochure
- School Accountability Report Card

**Program Objectives:**

- To provide Japanese language and cultural instruction to native Japanese and English speaking students
- To provide a comprehensive curriculum, stressing academic excellence and intellectual growth
- To promote students' social, emotional, and physical development

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Japanese is used for instruction:**

K	50%
1	25%
2	25%
3	25%
4	20%
5	20%

**Method of separating languages for instruction:**

By block of time, day, teacher

**Languages used for content area subjects and electives:**

***K-5—Japanese instruction:***

Art, Music, Reading, Math

***K-5—English instruction:***

Science, Math, Social Studies, Reading, Physical Education

**Language of initial reading instruction:**

***Japanese speakers:***

English, if ready; otherwise, Japanese

***English speakers:***

Japanese and English

**Instructional grouping:**

LEP and EP students are integrated the entire day.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 10 part time bilingual aides
- 1 full time secretary/parent liaison

**Computer use:**

In English only

**Curriculum/materials development:**

Some bilingual materials have been developed by para-professionals, parents, and teachers.

PROGRAM EVALUATION
--------------------

**Evaluator:**

Dr. Amado Padilla and Dr. Juan Aninao  
 Stanford Evaluation Project  
 School of Education  
 Stanford University  
 Stanford, CA 94305  
 415-725-1248

**Evaluation components and procedures:***Items under assessment*

Target language proficiency

Academic achievement in target language

Academic achievement in English

Self esteem/competence

Attitudes

*Procedures/Instruments*

Audio and video portfolios

Work samples

CTBS, CAP

Interviews and videotape

Parent surveys

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes
- Fund-raising activities

**Community responses to the program:**

- The program is an integral part of the Japanese community, participating in many cultural events;
- Japanese business community has been supportive

**School Board's view of the program:**

- Proud of the program's success in achieving excellent test scores and high level of parental involvement

**Advice to start-up programs:**

- Get parents and community involved
- Provide parent education in language acquisition and in second language, if interested

**Most important feature of the program:**

- Meets the needs of the Japanese community by providing a protected environment for Japanese-speaking children to acquire English; meets demand in English-speaking community for a quality education that includes the study of another language and culture

**San Mateo-Foster City School District  
San Mateo, California**

***Two-Way Developmental Bilingual Education Program***

**Schools:**

Fiesta Gardens International School  
1001 Bermuda Drive  
San Mateo, CA 94403  
415-312-7737

**Contact persons:**

Joan Lau  
Principal  
Fiesta Gardens International School  
1001 Bermuda Drive  
San Mateo, CA 94403  
415-312-7737

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

K-1

**Year program began:**

1993-94

**Grade level increases planned:**

One grade level per year to grade 5

**Ethnic/racial breakdown of school:**

49% White; 49% Hispanic; 1% Black; 1% Asian

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	3	23
1	2	22

**Criteria for selecting and accepting students:**

***English and Spanish speakers:***

None

**Funding sources:**

District

**Recruitment procedures:**

Presentations; a hot-line; brochures; mailings; advertisements in the newspaper and on radio and television (in Spanish and English); posters in the community; visitations to schools

**Program materials available to others:**

- Video
- Brochures
- Research materials

**Program Objectives:**

- To develop literacy for all students in English and Spanish
- To teach all subjects in a developmentally appropriate manner, utilizing a hands-on investigative approach
- To develop global awareness
- To develop computer literacy

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K 90%  
I 90%

**Method of separating languages for instruction:**

By block of time, subject, teacher

**Languages used for content area subjects and electives:**

***K-1—Spanish instruction:***

All subjects except English Language Arts

***K-1—English instruction:***

English Language Arts

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

Spanish

**Instructional grouping:**

LEP and EP students are integrated the entire day.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 part time bilingual aide
- 1 part time speech teacher
- 1 part time resource specialist (special education)
- 1 part time psychologist

**Computer use:**

In Spanish only

**Curriculum/materials development:**

Global education lessons in Spanish

**PROGRAM EVALUATION**

**Evaluator:**

(to be determined)

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency	IPT, SOLOM
English language proficiency	IPT, SOLOM
Academic achievement in target language	ITAS-Spanish
Academic achievement in English	ITAS-English, CLAS (in grade 5)
Writing	Portfolio assessment

<p><i>COMMUNITY SUPPORT AND VIEWPOINT</i></p>
-----------------------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes
- Grant proposal writing
- Fundraising
- Work with computers

**Community responses to the program:**

- At first a great deal of skepticism and reluctance, but now there is a warm, receptive atmosphere centered around the school and the program

**School Board's view of the program:**

- Very supportive; the Board chose to start the program

**Advice to start-up programs:**

- Teachers are the number one factor
- Teachers must have sufficient preparatory time to develop lessons adequately
- Parent involvement is crucial

**Most important feature of the program:**

- Qualified teachers; support of School Board and parents

**Santa Cruz City Schools  
Santa Cruz, California**

*DeLaveaga's Two-Way Language Immersion Program*

**Schools:**

DeLaveaga Elementary School  
1145 Morrissey Boulevard  
Santa Cruz, CA 95062  
408-429-3807

**Contact persons:**

Carol Loverde  
Teacher  
DeLaveaga Elementary School  
1145 Morrissey Boulevard  
Santa Cruz, CA 95062  
408-429-3807

Sarah Balla  
Site Coordinator  
DeLaveaga Elementary School  
1145 Morrissey Boulevard  
Santa Cruz, CA 95062  
408-429-3807

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

1

**Year program began:**

January 1994

**Grade level increases planned:**

One grade level per year to grade 6

**Ethnic/racial breakdown of school:**

68% White; 29% Hispanic, 3% Other

**Program size:**

Grade level	# of classes	Class size
1	1	27

**Criteria for selecting and accepting students:*****Spanish speakers:***

All students are accepted through grade 2

***English speakers:***

All students are accepted through grade 1

**Funding sources:**

District

**Recruitment procedures:**

Community and parent meetings; flyers; word-of-mouth

**Program materials available to others:**

- Information packets
- Videos (on loan basis)

**Program Objectives:**

- Fluency and literacy in Spanish and English
- Positive cross-cultural appreciation and understanding
- High academic achievement

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**

1 80%

**Method of separating languages  
for instruction:**

By block of time, subject, theme, teacher

**Languages used for content area subjects  
and electives:**

**1—Spanish instruction:**

Language Arts, Math, Sciences

**1—English instruction:**

Geography, Sciences, Art, Physical Education

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

LEP and EP students are integrated the entire day in a Multi-Age Primary Program; each student has a second class in English in the afternoon that rotates by teacher, theme and subject every seven weeks.

**Percent of program teachers  
proficient in both languages:**

100%

**Percent of program staff  
proficient in both languages:**

100%

**Additional program staff:**

- 1 part time bilingual aide
- 1 part time site coordinator
- 1 part time resource specialist
- 1 part time migrant aide

**Computer use:**

Math in English and Spanish

**Curriculum/materials development:**

Spanish language thematic units (e.g., time, the solar system, light)

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Barry McLaughlin  
399 Kerr Hall  
University of California at Santa Cruz  
Santa Cruz, CA 95064  
408-459-4095



**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency	IPT, SOLOM
English language proficiency	IPT, SOLOM
Academic achievement in target language	SABE, La Prueba
Academic achievement in English	CAT-5
Self esteem/confidence	Perceived Self Confidence Scale
Attitudes	Cross Cultural Attitude Survey
Authentic assessments	Portfolios, Interactive Journals, Anecdotal records, Reading questionnaires
Classroom practices	Observations

<p><b>COMMUNITY SUPPORT AND VIEWPOINT</b></p>
-----------------------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes

**Community responses to the program:**

- Mixed at the outset, but warming up to idea after many community meetings; still cautious

**School Board's view of the program:**

- Supportive; delighted to finally have an immersion program in the district

**Advice to start-up programs:**

- Take care with communication at each step of the way
- Lay the groundwork
- Be informed

**Most important feature of the program:**

- Terrific parental support; committed staff; compatibility of existing teaching styles and environment with program

**Santa Paula Elementary School District  
Santa Paula, California**

*Two-Way Intensive Language Program*

**Schools:**

Glen City Elementary School  
Steckel Dr. (P.O. Box 710)  
Santa Paula, CA 93061-0710  
805-933-5376

**Contact persons:**

Dr. Larry Salmon  
Multicultural/Bilingual Magnet Resource Teacher  
141 S. Steckel Dr. (P.O. Box 710)  
Santa Paula, CA 93061-0710  
805-933-5376

Mrs. Avelina Ramirez  
Teacher  
141 S. Steckel Dr. (P.O. Box 710)  
Santa Paula, CA 93061-0710  
805-933-5376

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
1990-91

**Grade level increases planned:**  
One grade level per year to grade 5

**Ethnic/racial breakdown of school:**  
75% Hispanic; 22% White; 1.6% Asian; .7%  
Black; .4% Native American

**Program size:**

Grade level	# of classes	Class size
K	1	30
1	1	33
2	1	25
3	1	29

**Criteria for selecting and accepting students:**  
Parental decision

**Recruitment procedures:**  
Brochures; parent meetings; newspaper articles;  
kindergarten round-up registration; word-of-  
mouth

**Funding sources:**  
Title VII funding through district (until June  
1994)

**Program materials available to others:**  
•Brochures  
•Newspaper articles

**Program Objectives:**

- All students will become bilingual and biliterate in English and Spanish and will maintain those skills through the fifth grade
- All students will be successful academically in all subjects
- Each student will appreciate his or her own culture, as well as other cultures, thereby growing in self-esteem
- All students will learn to work cooperatively and become responsible citizens

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	90%
2	80%
3	70%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**K—Spanish instruction:**

Language Arts, Math, Science, Social Studies, Art, Music

**K—English instruction:**

ESL, Physical Education

**1—Spanish instruction:**

Reading, Math, Social Studies, Science, Art, Music

**1—English instruction:**

Social studies, ESL, Physical Education, Music

**2—Spanish instruction:**

Reading, Math, Science, Social Studies, Art

**2—English instruction:**

Social Studies, ESL, Physical Education

**3—Spanish instruction:**

Reading, Math, Science, Social Studies, Music

**3—English instruction:**

Social studies, ESL, Physical Education, Music, Art

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

LEP and EP students are integrated the entire day.

**Percent of program teachers proficient in both languages:**

75%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 3 part time bilingual aides
- 1 full time multicultural/bilingual magnet resource teacher
- 1 part time two-way program resource teacher
- 1 full time principal

**Computer use:**

In Spanish and English

**Curriculum/materials development:**

None

PROGRAM EVALUATION
--------------------

**Evaluator:**

Dr. Larry Salmon  
 Glen City Elementary School  
 141 S. Steckel Dr. (P.O. Box 710)  
 Santa Paula, CA 93061-0710  
 805-933-5376

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency	Pre-LAS, LAS
English language proficiency	Pre-LAS, LAS
Academic achievement in target language	SABE, Developing Skills Checklist (CTB/McGraw-Hill)
Academic achievement in English	CTBS, Developing Skills Checklist
English and Spanish oral language proficiency and reading ability	Videotaping of individual students

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- School visitations
- Classroom assistance
- Parent education sessions about program (twice a year)

**Community responses to the program:**

- Largely positive, however, some school and district staff and community members are skeptical; most all parents involved have been happy with it

**School Board's view of the program:**

- The central administration and the board members are supportive, but are also interested in the degree of success of the program

**Advice to start-up programs:**

- Contact a successful two-way program to obtain salient information, especially concerning how to plan all aspects of the program before beginning it
- Recruit teachers who are certified in bilingual education, are native speakers of Spanish and proficient speakers of English, and believe in the two-way philosophy
- Have sufficient pre-service and in-service training for two-way program teachers
- Promote community support

**Most important feature of the program:**

- Additive bilingualism—giving each child, whether dominant in English or Spanish, the opportunity to learn a second language and maintain it

**Vacaville Unified School District  
Vacaville, California**

*Two Way Immersion Program*

**Schools:**

Edwin Markham Elementary  
101 Markham Avenue  
Vacaville, CA 95688  
707-453-6230

**Contact persons:**

Michelle Dally  
Principal  
Edwin Markham Elementary  
101 Markham Avenue  
Vacaville, CA 95688  
707-453-6230

Jane Klotz  
Bilingual Resource Specialist  
Edwin Markham Elementary  
101 Markham Avenue  
Vacaville, CA 95688  
707-453-6230

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1992-93

**Grade level increases planned:**  
One grade level per year to grade 6

**Ethnic/racial breakdown of school:**  
54% White; 35% Hispanic; 6% Black; 5% Asian

**Program size:**

Grade	# of classes	Class size
K	1	25
1	1	25
2	1	25

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
All students participate  
**English speakers:**  
Voluntary participation

**Funding sources:**  
District

**Recruitment procedures:**  
Brochures, parent meetings, information  
disseminated to district schools

**Program materials available to others:**  
•Brochures  
•Program guidelines

**Program Objectives:**

- All students will be fluent in communication in Spanish and English by grade 6
- All students will be literate in both languages
- All student . will have an understanding and appreciation for all cultures, with emphasis on Hispanic culture

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	90%
1	90%
2	80%

**Method of separating languages for instruction:**

K-1	by block of time
2	by day

**Languages used for content area subjects and electives:**

**K-2—Spanish instruction:**  
All subjects

**K—English instruction:**  
Pre-reading skills

**1—English instruction:**  
Reading patterns/Language, Writing

**2—English instruction:**  
Integrated theme (1 day per week, all subjects)

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

LEP and EP students are integrated the entire day.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•3 part time bilingual aides  
•1 part time bilingual resource teacher

**Computer use:**  
(anticipated)

**Curriculum/materials development:**  
None

PROGRAM EVALUATION
--------------------

**Evaluator:**

In-house evaluations at present

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency

LAS (planned)

English language proficiency

LAS (planned)

Academic achievement in target language

SABE (planned)

Social development

Teacher and parent observations

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent council
- Classroom assistance
- Parent activity nights

**Community responses to the program:**

- Positive

**School Board's view of the program:**

- Positive

**Advice to start-up programs:**

- One class per grade is difficult—consider multi-age classrooms to create an environment that is developmentally appropriate and permits flexibility of movement for students who do not work well together

**Most important feature of the program:**

- First language support given to Spanish speakers; self-esteem of all students promoted

**The School Board of Broward County  
Pompano Beach, Florida**

***TEENS—Teenagers' Education in English aNd Spanish***

**Schools:**

Pompano Beach Middle School  
310 N. E. 6 Street  
Pompano Beach, FL 33060  
305-786-7778

**Contact persons:**

Mayra L. Menéndez  
Coordinator, ESOL  
Multicultural Education Department  
200 N. Andrews Avenue  
Ft. Lauderdale, FL 33301  
305-765-8859

Teresita A. Pollinger  
Multicultural Education Department  
Resource Teacher  
200 N. Andrews Avenue  
Ft. Lauderdale, FL 33301  
305-765-8859

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
6

**Year program began:**  
1993-94

**Grade level increases planned:**  
One grade level per year to grade 8

**Ethnic/racial breakdown of school:**  
64% Black; 25% White; 10% Hispanic; 1% Asian

**Program size:**

Grade	# of classes	Class size
6	1	25

**Criteria for selecting and accepting students:**

***Spanish speakers:***  
Voluntary; limited or no prior knowledge of English

***English speakers:***  
Voluntary; limited or no prior knowledge of Spanish

**Funding sources:**  
District funds

**Program materials available to others:**  
•Program overview  
•Brochures  
•Video

**Recruitment procedures:**

No formal recruitment since the program is a continuation of an elementary school two-way program



**Program Objectives:**

- Promote proficiency in a second language for language majority students while making normal progress in first language
- Promote literacy in language minority students in their native language and English
- Promote bilingual education as an enrichment program for Hispanic limited English proficient and English dominant speaking students
- Promote equal education access in two languages for all students
- Promote positive attitudes towards both languages
- Promote cultural awareness, understanding, and acceptance of both cultural communities
- Promote parental involvement of both cultural communities
- Promote a greater understanding between two linguistic communities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

6 50%

**Method of separating languages for instruction:**

By subject, quarter

**Languages used for content area subjects and electives:**

**6—Spanish instruction:**

Reading, Language Arts, Social Studies, Science

**6—English instruction:**

Reading, Language Arts, Social Studies, Science, Math, Art, Physical Education, Music

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

LEP and EP students are integrated for all content courses and separated only for one period of electives each day.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time bilingual aide
- 1 part time district ESOL coordinator

**Computer use:**

Students participate in the school's computer lab program.

**Curriculum/materials development:**

*Training the Teacher Manual* in English

PROGRAM EVALUATION
--------------------

**Evaluator:**

Dr. Marisal R. Gavilan  
 Florida International University  
 College of Education  
 Room DM 210  
 Miami, FL 333199  
 305-348-2097

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency

BSM II (Spanish)

English language proficiency

BSM II (English)

Academic achievement in target language

SABE (level 6)

Academic achievement in English

SAT

Attitudes

Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- School visitations

**Community responses to the program:**

- There is great support from the community

**School Board's view of the program:**

- The school board's support and dedication has made this program a reality

**Advice to start-up programs:**

- Having qualified bilingual personnel is essential
- Ongoing training must be offered on program implementation and use of instructional materials

**Most important feature of the program:**

- Enables students from both groups to become proficient in both languages and cultures and, at the same time, perform academically at grade level in both languages

**Boston Public Schools  
Dorchester, Massachusetts**

*Estrellas Program*

**Schools:**

Sarah Greenwood School  
189 Glenway Street  
Dorchester, MA 02121  
617-635-8710

**Contact persons:**

Antonio Barbosa  
Principal  
Sarah Greenwood School  
189 Glenway Street  
Dorchester, MA 02121  
617-635-8710

Rosalma McKinstry  
Sarah Greenwood School  
189 Glenway Street  
Dorchester, MA 02121  
617-635-8710

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
1992-93

**Grade level increases planned:**  
One grade level per year to grade 7

**Ethnic/racial breakdown of school:**  
50% Black; 46% Hispanic; 4% White

**Program size:**

Grade level	# of classes	Class size
K-1	1	25
K-2	2	22
1	2	22
2	2	22
3	2	22

**Criteria for selecting and accepting students:**  
None

**Recruitment procedures:**  
Parent Center initiatives, brochures, community newspapers

**Funding sources:**  
District; some Title VII and Chapter 1 resources when needed

**Program materials available to others:**  
•Brochures

**Program Objectives:**

- All students will learn the language and culture of both the Spanish- and English-speaking communities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING
-------------------------------------------

**Percent of time Spanish is used for instruction:**

K-1	40%
K-2	30%
1	40%
2	40%
3	50%

**Method of separating languages for instruction:**

By block of time, day, week, teacher

**Languages used for content area subjects and electives:*****K-3—Spanish instruction:***

All subjects

***K-3—English instruction:***

All subjects

**Language of initial reading instruction:*****Spanish speakers:***

Spanish and English

***English speakers:***

Spanish and English

**Instructional grouping:**

LEP and EP students are integrated for half of the day or less.

**Percent of program teachers proficient in both languages:**

37.5%

**Percent of program staff proficient in both languages:**

50%

**Additional program staff:**

- 3 full time bilingual aides
- 1 part time English language monolingual aide
- 1 part time "Reading Recovery" aide
- 1 full time Chapter 1 aide
- 2 part time Title VII aides

**Computer use:**

In English only

**Curriculum/materials development:**

Teacher-made materials and others through Title VII program in Spanish and English

PROGRAM EVALUATION
--------------------

**Evaluator:**

Program not being evaluated at this time

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visitations
- Classroom assistance

**Community responses to the program:**

- Parents are generally satisfied and encouraged that their children are learning two languages

**School Board's view of the program:**

- Two-way programs are well-accepted

**Advice to start-up programs:**

- A lot of planning time is needed as well as follow-up sessions with outside help

**Most important feature of the program:**

- Cooperation of both teachers and students

**Albuquerque Public Schools  
Albuquerque, New Mexico**

***Two-Way Bilingual Program***

**Schools:**

Alvarado Elementary School  
1100 Solar Road, NW  
Albuquerque, NM 87107  
505-344-4272

**Contact persons:**

Toni Tregembo  
3rd Grade Teacher  
1100 Solar Road, NW  
Albuquerque, NM 87107  
505-344-4272

Jena Orellana  
1-2 Grade Teacher  
1100 Solar Road, NW  
Albuquerque, NM 87107  
505-344-4272

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
1-5

**Year program began:**  
1993-94

**Grade level increases planned:**  
(contingent upon number of participants)

**Ethnic/racial breakdown of school:**  
47% Hispanic; 45% White; 8% Other

**Program size:**

Grade level	# of classes	Class size
1-2	1	22
3	1	24
4-5	1	24

**Criteria for selecting and accepting students:*****Spanish speakers:***

LAS; teacher-parent recommendation

***English speakers:***

LAS; teacher-parent recommendation

**Funding sources:**

District and state

**Recruitment procedures:**

Parent-teacher meetings, mailings

**Program materials available to others:**

Newsletters

***Program Objectives:***

- Students will be fully bilingual and biliterate at the end of the five-year cycle

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish is used for instruction:**

1-2	50%
3	33%
4-5	25%

**Method of separating languages for instruction:**

By block of time, subject, theme

**Languages used for content area subjects and electives:**

**1-2, 3—Spanish instruction:**  
All subject areas

**1-2, 3—English instruction:**  
All subject areas

**4-5—English instruction:**  
All subject areas

**4-5—Spanish instruction:**  
Multicultural Component (Science, Music)

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

LEP and EP students are integrated the entire day.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
N.A.

**Additional program staff:**  
None

**Computer use:**  
In English and Spanish

**Curriculum/materials development:**  
Thematic, integrated units; literature-based writers' workshop

*PROGRAM EVALUATION*

**Evaluator:**

Program is not currently being evaluated

*COMMUNITY SUPPORT AND VIEWPOINT*

**Parent involvement:**

- Classroom assistance

**Community responses to the program:**

- Very favorable response from parents whose children are participating

**Advice to start-up programs:**

- Get committed, competent, dedicated teachers

**Most important feature of the program:**

- Commitment and enthusiasm of teachers involved



**Community School District 19  
Brooklyn, New York**

*Project STEPS*

**School:**

IS #302  
350 Linwood Street  
Brooklyn, NY 11208  
718-647-9500

**Contact persons:**

Maria Reinertsen  
Project Coordinator  
CSD 19 Bilingual Office  
557 Pennsylvania Avenue  
Brooklyn, NY 11207  
718-257-6900 x386

Frances Camacho  
Bilingual/ESL Programs Coordinator  
CSD 19 Bilingual Office  
557 Pennsylvania Avenue  
Brooklyn, NY 11207  
718-257-6900 x386

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
7

**Year program began:**  
1993-94

**Grade level increases planned:**  
Program will expand to 8th grade the second year and will include 6th grade in the third year

**Ethnic/racial breakdown of school:**  
62% Hispanic; 38% Other

**Program size:**

Grade level	# of classes	Class size
7	1	30

**Criteria for selecting and accepting students:*****Spanish speakers:***

Students who score below the 40th percentile on the LAB

***English speakers:***

Students who score above the 41st percentile on the LAB

**Funding sources:**

Title VII DBE Grant; New York City Tax Levy Funds

**Recruitment procedures:**

Questionnaires; parental permission for students who meet the criteria to participate in the program

**Program materials available to others:**  
None

**Program Objectives:**

- To develop high levels of proficiency in the first and second language
- To assist students in developing an overall appreciation of each other's culture—their differences and similarities
- To provide parents with increased opportunities to interact and participate with school personnel for the betterment of their children's education
- To provide staff with the professional development needed to effectively implement the program

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**

7 50%

**Method of separating languages  
for instruction:**

By alternate week

**Languages used for content area subjects  
and electives:**

7—*Spanish instruction:*

All content areas

7—*English instruction:*

All content areas

**Instructional grouping:**

LEP and EP students are integrated for all courses except ESL and SSL instruction.

**Percent of program teachers  
proficient in both languages:**

100%

**Percent of program staff  
proficient in both languages:**

100%

**Additional program staff:**

- 2 full time bilingual aides
- 1 full time resource teacher

**Computer use:**

Will be in Spanish and English

**Curriculum/materials development:**

All two-way programs are mandated to follow New York State Curriculum.

PROGRAM EVALUATION
--------------------

**Evaluator:**

Academic Enterprises, Inc.  
230 East 18th Street  
New York, NY 10003  
212-260-0319

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish language proficiency	LAB
English language proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	DRP

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent advisory councils and parent language classes (ESL and SSL)
- Daily workshops on parenting skills

**Community responses to the program:**

- Very good—the community is excited

**School Board's view of the program:**

- Positive

**Advice to start-up programs:**

- To maintain continuity at the middle school level, the program should first be implemented at the elementary school so that students can feed into the middle school program

**Fallsburg Central School District  
Fallsburg, New York**

***Dual Language Enrichment Program***

**Schools:**

Benjamin Cosor Elementary School  
Box AE  
Fallsburg, NY 12733  
914-434-4110

**Contact persons:**

Carol Cocozzella  
Project Director  
Benjamin Cosor Elementary School  
Box AE  
Fallsburg, NY 12733  
914-434-4110 x214

Luis Garrido Tejado  
Project Coordinator  
Fallsburg Junior-Senior High School  
Box AH  
Fallsburg, NY 12733  
914-434-6800

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1993-94

**Ethnic/racial breakdown of school:**  
81% White; 17% Hispanic; 2% Black; 1% Other

**Criteria for selecting and accepting students:*****Spanish speakers:***

Students identified as LEP in accordance with Part 154 of the Regulations of the New York State Commissioner of Education

***English speakers:***

Average intelligence and age appropriate social development (determined through testing and interviews)

**Recruitment procedures:**

Parent referrals, testing, Board of Education presentations, informational meetings for the general public

**Grade level(s) of the program:**  
K-1

**Grade level increases planned:**  
One grade level per year to grade 3

**Program size:**

Grade level	# of classes	Class size
K-1	2	18

**Funding sources:**

New York State Education Department Two-Way Bilingual Education Program

**Program materials available to others:**

- Program guidelines
- Videos
- Soon-to-be published brochures

**Program Objectives:**

- For Spanish-speaking LEP students to benefit from a developmental content area educational program in Spanish
- For English-speaking students to benefit from contact with the Spanish language, literature, and culture

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

Native Spanish-speakers 43%  
Native English-speakers 20%

**Method of separating languages for instruction:**

By block of time, subject, teacher

**Languages used for content area subjects and electives:**

**K-1—Spanish instruction:**

LEP students: Language Development, Math, Social Studies, Art, Music, Computers

EP students: Math, Informal Spanish, Art, Music

**K-1—English instruction:**

LEP students: ESL, Math, Science, Art, Music, Physical Education, Library, Computers

EP students: Language Development, Math, Social Studies, Science, Art, Music, Physical Education, Library, Computers

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

LEP and EP students are grouped in separate classrooms and are integrated for one third of the weekly instructional time.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

75%

**Additional program staff:**

- 1 full time program director
- 1 part time program coordinator
- 1 part time classroom "interpreter" for teaching assistance in Dual Language classrooms

**Computer use:**

In English and Spanish

**Curriculum/materials development:**

Multi-age curricula in both languages

PROGRAM EVALUATION
--------------------

**Evaluator:**

Dr. Gregory Holtz  
86 Grandview Ave.  
Rye, NY 10580  
914-422-4196

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Target language proficiency	LAB
English language proficiency	LAS
Academic achievement in target language (reading)	SABE
Academic achievement in English (reading)	ITBS
Content areas other than reading	Course evaluations

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- School visitations
- Classroom assistance
- Parent language classes

**Community responses to the program:**

- Very positive

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Have a "planning group" visit the sites of established two-way bilingual education programs and have extensive and frank discussions with the program personnel about the pros and cons of two-way programs

**Most important feature of the program:**

- The very positive and caring attitudes of the students themselves and their parents, in addition to the encouragement of the school and district staff and administrators as well as the members of the Board of Education

## The French-American School of New York Larchmont, New York

**Schools:**

The French-American School of New York  
11 Larchmont Avenue  
Larchmont, NY 10538  
914-834-3002

**Contact persons:**

Ms. Katrine Watkins  
Director  
11 Larchmont Avenue  
Larchmont, NY 10538  
914-834-3002

### BACKGROUND INFORMATION

**Languages used in the program:**  
French/English

**Grade level(s) of the program:**  
Pre-K-10

**Year program began:**  
1980-81

**Grade level increases planned:**  
None

**Ethnic/racial breakdown of school:**  
91.4% White; 6.5 % Black; 2.1% Hispanic

<b>Program size:</b>		
<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
All grades	24	18

**Criteria for selecting and accepting students:*****French speakers:***

Interview; entrance test; previous school records  
(when applicable)

***English speakers:***

Interview; entrance test; previous school records  
(when applicable); test in French and  
Mathematics

**Funding sources:**  
Tuition

**Program materials available to others:**

•Brochure

**Recruitment procedures:**  
None

***Program Objectives:***

- To promote bilingualism and biculturalism
- To promote academic excellence, individual responsibility and self-discipline with careful attention to the needs of each student

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time French is used for instruction:**

Pre-K-K	75%
1	60%
2-9	50%
10	60%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**1-5—French instruction:**

French, Math, History/Geography

**1-5—English instruction:**

English, Science, Social studies, Computer Science, Art, Music, Physical Education

**6-9—French instruction:**

French, Math, History/Geography, Physics, (Biology for ESL students), Chemistry, Latin

**6-9—English instruction:**

English, Life and Earth Sciences, Social Studies, Computer Science, Art, Music, Physical Education

**10—French instruction:**

French, Math, Latin, History/Geography, Economy, Physics, Biological Sciences

**10—English instruction:**

English, Social Studies, Computer Science, Physical Education

**Language of initial reading instruction:**

**French speakers:**

French

**English speakers:**

French

**Instructional grouping:**

LEP and EP students are integrated the entire day, except for ESL Biology.

**Percent of program teachers proficient in both languages:**

75%

**Percent of program staff proficient in both languages:**

71%

**Additional program staff:**

- 1 full time assistant to the directors
- 2 full time administrative assistants
- 1 full time dean of students
- 1 full time student supervisor
- 2 full time clerical assistants

**Computer use:**

Basic computer programs in English; computer-assisted language programs in French and English.

**Curriculum/materials development:**

The curriculum follows those prescribed by the Ministry of Education of France, highly academic independent schools, and the State University of New York.



PROGRAM EVALUATION
--------------------

**Evaluator:**

Ministry of Education of France and the Middle States Association of Colleges and Schools

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Academic achievement in English

ITBS

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parents' Association

**Community responses to the program:**

- The school has a reputation for excellence

**Advice to start-up programs:**

- Start with pre-school
- Emphasize biculturalism; ensure there is no rivalry between languages and cultures
- Use only native speakers as teachers; do not mix the languages in the classroom

**Most important feature of the program:**

- The bilingual/bicultural nature of the school permeates every aspect of the school

**Newburgh Enlarged City School District  
New Windsor, New York**

*Two-Way Bilingual Education*

**Schools:**

Temple Hill Academy  
525 Union Avenue  
New Windsor, NY 12553  
914-563-7700

**Contact persons:**

Carole Mineo  
Director of Foreign Language, Bilingual  
Education and ESL Services  
Newburgh Free Academy  
201 Fullerton Avenue  
Newburgh, NY 12550  
914-563-7566

Nancy Cruz-Colon  
Temple Hill Academy  
525 Union Avenue  
New Windsor, NY 12553  
914-563-7700

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

K-1

**Year program began:**

1992-93

**Grade level increases planned:**

One grade level per year to grade 5

**Ethnic/racial breakdown of school:**

41.9% White; 34.6% Hispanic; 22.5% Black; 1%  
Other

**Program size:**

Grade level	# of classes	Class size
K	2	25
1	2	25

**Criteria for selecting and accepting students:****Spanish speakers:**

BINL; parental input

**English speakers:**

BINL; parental input

**Funding sources:**

Title VII DBE; state (two-way); local

**Recruitment procedures:**

Parent meetings

**Program materials available to others:**

None

**Program Objectives:**

- To promote bilingualism for LEP and EP students
- To provide educational equality and excellence to program students
- To teach state and local curriculum in both languages
- To ensure that program students are tested in a fair and unbiased manner
- To increase and enhance understanding in multicultural and multilingual schools and communities
- To increase participation of parents in school activities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	80%
I	70%

**Method of separating languages for instruction:**

By subject and teacher

**Languages used for content area subjects and electives:**

**K-1—Spanish instruction:**

Language Arts, Social Studies, Music

**K-1—English instruction:**

ESL, Math, Art, Science

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

LEP and EP students are integrated for 1-2 hours daily and separated for Reading, Language Arts, Science, Social Studies and Math.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

•2 full time bilingual aides

•1 full time coordinator

**Computer use:**

In Spanish and English

**Curriculum/materials development:**

None

PROGRAM EVALUATION
--------------------

**Evaluator:**

Dr. Gregory Holtz  
86 Granview Avenue  
Rye, NY 10580  
914-422-4298

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency

BINL

English language proficiency

BINL

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes

**Community responses to the program:**

- Very positive

**School Board's view of the program:**

- Positive

**Advice to start-up programs:**

- Organize your time and paperwork
- Provide pre-service training for teachers, aides, and parents
- Choose an energetic and organized coordinator

**Most important feature of the program:**

- Teacher attitudes and parental support

**Edgewood Independent School District  
San Antonio, Texas**

***Burleson Bilingual Developmental Model***

**Schools:**

Burleson Elementary School  
4415 Monterey Street  
San Antonio, TX 78237  
210-433-8178

**Contact persons:**

Choco Leandro  
Principal  
Burleson Elementary School  
4415 Monterey Street  
San Antonio, TX 78237  
210-433-8178

Mary Esther Huerta or Andrea Greimel  
Burleson Elementary School  
4415 Monterey Street  
San Antonio, TX 78237  
210-433-8178

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1992-93

**Ethnic/racial breakdown of school:**  
98% Hispanic; 2% Other

**Criteria for selecting and accepting students:**  
***Spanish speakers:***  
None  
***English speakers:***  
None

**Recruitment procedures:**  
Information meetings with parents; notes sent home; personal contacts with parents

**Grade level(s) of the program:**  
Pre-K—K

**Grade level increases planned:**  
Will expand to grade 1 next year and to grades 2 and 3 the following year

**Program size:**

Grade level	# of classes	Class size
Pre-K	2	12-15
K	4	18

**Funding sources:**  
Local

**Program materials available to others:**  
None

**Program Objectives:**

- To develop biliteracy in both native English and native Spanish speaking students
- To raise the status of the Spanish language in the community
- To raise the self-esteem of all the students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

Pre-K                      50%  
K                            50%

**Method of separating languages for instruction:**

By teacher, subject, day

**Languages used for content area subjects and electives:**

***Pre-K—Spanish instruction:***

Language Arts, Math, Science, Social Studies

***Pre-K—English instruction:***

Fine Arts, Physical Education

***K—Spanish Instruction:***

All content courses

***K—English Instruction:***

All content courses

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

English

**Instructional grouping:**

LEP and EP students are integrated for all but literacy classes in their native languages.

**Percent of program teachers proficient in both languages:**

67%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

•5 part time bilingual aides

**Computer use:**

In English and Spanish

**Curriculum/materials development:**

None

**PROGRAM EVALUATION****Evaluator:**

Program not being evaluated at this time

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Classroom assistance
- Parent language classes

**Community responses to the program:**

- Positive once teachers and principal explained the value of it

**School Board's view of the program:**

- Positive and supportive

**Advice to start-up programs:**

- Seek outside financial assistance
- Implement a strong public relations campaign

**Most important feature of the program:**

- The commitment of the teachers

**Goose Creek Consolidated Independent School District  
Baytown, Texas**

*Friends Living and Learning Together  
Amigos Viviendo y Aprendiendo Juntos*

**Schools:**

Crockett Elementary  
4500 Barkaloo Road  
Baytown, TX 77521  
713-420-4645

**Contact persons:**

Wynona Montgomery  
Principal  
Crockett Elementary  
4500 Barkaloo Road  
Baytown, TX 77521  
713-420-4645

Karen Thomas/Amparo Martinez  
Crockett Elementary  
4500 Barkaloo Road  
Baytown, TX 77521  
713-420-4645

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

K

**Year program began:**

1992-93

**Grade level increases planned:**

(Uncertain)

**Ethnic/racial breakdown of school:**

56% White; 36% Hispanic; 8% Black

**Program size:**

Grade level	# of classes	Class size
K	2	22

**Criteria for selecting and accepting students:****Spanish speakers:**

None

**English speakers:**

None

**Funding sources:**

District funds

**Recruitment procedures:**

None

**Program materials available to others:**

None



**Program Objectives:**

- The students will develop an understanding and appreciation of a culture other than their own
- The students will develop an interest in learning another language
- The students will learn basic school-related and life skill vocabulary in a second language
- The students will develop skills in working and playing cooperatively with each other

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-Bilingual 75%  
K-Mainstream 20%

**Method of separating languages for instruction:**

By block of time, subject, day

**Languages used for content area subjects and electives:**

**K—Spanish instruction:**

Language Arts, Math, Social Studies, Science, Art, Music, Physical Education

**K—English instruction:**

Language Arts, Math, Social Studies, Science, Art, Music, Physical Education

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

LEP and EP students are integrated for 1 1/2 hours a day and are separated for Language Arts instruction.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

50%

**Additional program staff:**

- 1 part time bilingual aide
- 1 part time monolingual (English) aide

**Computer use:**

In English—mostly Math and some Language Arts

**Curriculum/materials development:**

None

PROGRAM EVALUATION
--------------------

**Evaluator:**

In-house evaluations at this time conducted by principal and assistant principal

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency

LAS-O

English language proficiency

LAS

Academic achievement in target language

Teacher-made tests

Academic achievement in English

Teacher-made tests

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Classroom assistance

**Community responses to the program:**

- Spanish-speaking parents are encouraged that their children have learned so much English
- English-speaking parents have been impressed with the spirit of cooperation among all children

**Advice to start-up programs:**

- Involve parents from the beginning of preparation; get their enthusiasm to work for you
- Teaching reading in the student's native tongue is very important to the success of the program

**Most important feature of the program:**

- Motivation of the teachers and cooperation among them

**Goose Creek Consolidated Independent School District  
Baytown, Texas**

***Dual Language Program***

**Schools:**

Lorenzo DeZavala Elementary  
305 Tri-City Beach Rd.  
Baytown, TX 77520  
713-420-4920

**Contact persons:**

Sharron Carroll  
Teacher, Kindergarten-Gifted and Talented  
305 Tri-City Beach Rd.  
Baytown, TX 77520  
713-420-4920

Christine Ortiz-Gatlin  
Teacher, 1st Grade Bilingual  
305 Tri-City Beach Rd.  
Baytown, TX 77520  
713-420-4920

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

K-1

**Year program began:**

1993-94

**Grade level increases planned:**

None until program is evaluated

**Ethnic/racial breakdown of school:**

47% White; 46% Hispanic; 7% Black

**Program size:**

Grade level	# of classes	Class size
K	1	20
1	1	20

**Criteria for selecting and accepting students:*****Spanish speakers:***

Pre-LAS

***English speakers:***

Qualification for Gifted kindergarten

**Funding sources:**

None

**Recruitment procedures:**

None

**Program materials available to others:**

None

***Program Objectives:***

- To utilize a dual language model to produce a bilingual, biliterate population

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	25%
1	75%

**Method of separating languages for instruction:**

By block of time, subject, teacher, and day

**Languages used for content area subjects and electives:**

***K—Spanish instruction:***

Science, Math, Social Studies

***K—English instruction:***

Reading, Social Studies, Math, Science, Art, Music, Physical Education, Theater Arts

***1—Spanish instruction:***

Reading, Math, Science, Social Studies

***1—English instruction:***

Science, Math, Social Studies, Art, Music, Physical Education, Theater Arts

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

English

**Instructional grouping:**

LEP and EP students are integrated the entire day, except for reading classes.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

50%

**Additional program staff:**

- 1 part time bilingual aide
- 1 part time parent educator

**Computer use:**

In English and Spanish

**Curriculum/materials development:**

None

**PROGRAM EVALUATION**

**Evaluator:**

Diana Maldonado and Loida Galvez  
P.O. Box 30, GCCISD  
Baytown, TX 77520  
713-420-4920

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Target language proficiency

Pre-LAS

English language proficiency

Pre-LAS

Academic achievement in target language

NAPT (Spanish), La Prueba

Reading ability in English and Spanish

MacMillan/MacGraw Reading Test

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visitations
- Classroom assistance (e.g., help with material preparation and directing learning centers)

- ABC Unified School District, 17  
 Albuquerque Public Schools, 75  
 Alianza School, 37  
 Altadena Elementary School, 39  
 Alum Rock Union School District, 21  
 Alvarado Elementary School, 75  
 Anchorage School District, 1
- Benjamin Cosor Elementary School, 83  
 Boston Public Schools, 71  
 Burlison Elementary School, 95
- Cahuenga School, 29  
 Capistrano Unified School District, 25  
 Clarendon Alternative Elementary School, 47  
 Community School District 19, 79  
 Crockett Elementary, 99
- DeLaveaga Elementary School, 55  
 Denker Avenue School, 29
- Edgewood Independent School District, 95  
 Edwin Markham Elementary, 63
- Fallsburg Central School District, 83  
 Fiesta Gardens International School, 51
- Glen City Elementary School, 59  
 Goose Creek Consolidated Independent  
 School District, 99, 103  
 Government Hill Elementary, 1
- Hamlin Street School, 33  
 Hollinger Elementary School, 5
- IS #302, 79
- Las Palmas Model Elementary School, 25  
 Limerick Avenue School, 33  
 Lorenzo DeZavala Elementary, 103  
 Los Angeles Unified School District, 29, 33
- Meyer School, 21
- Newburgh Enlarged City School District, 91  
 Niemes Elementary School, 17
- Pajaro Valley Unified School District, 37  
 Pasadena Unified School District, 39  
 Pompano Beach Middle School, 67
- Rock Point Community School, 9  
 Roseland Elementary School, 43
- San Francisco Unified School District, 47  
 Santa Cruz City Schools, 55  
 San Mateo-Foster City School District, 51  
 Santa Paula Elementary School District, 59  
 Sarah Greenwood School, 71
- Temple Hill Academy, 91  
 The French-American School  
 of New York, 87  
 The School Board of Broward County, 67  
 Tuba City Primary School, 13  
 Tuba City Unified School District #15, 13
- Vacaville Unified School District, 63
- Wilton Place School, 29

## List of Abbreviations Used

BINL	Basic Inventory of Natural Language
BSM	Bilingual Syntax Measure
CAP	California Assessment Program
CAT	California Achievement Test
CLAS	California Learning Assessment System
CRT	Criterion-Reference Test
CSD	Community School District
CTBS	Comprehensive Test of Basic Skills
DBE	Developmental Bilingual Education
DRP	Degrees of Reading Power
EP	English Proficient
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
GED	General Education Diploma
IPT	IDEA Oral Language Proficiency Tests
ISEP	Indian School Equalization Program
ITAS	Individual Test for Academic Skills
ITBS	Iowa Test of Basic Skills
LAB	Language Assessment Battery
LAPA	Language Arts Proficiency Assessment
LAS	Language Assessment Scales
LAS-O	Language Assessment Scales-Oral
La Prueba	La Prueba Riverside Test
LEP	Limited-English Proficient
NAPT	Norm-referenced Assessment Program for Texas

*1993-1994 Supplement*

Pre-LAS	Pre-Language Assessment Scales
SABE	Spanish Assessment of Basic Education
RSL	Russian as a Second Language
SLAPA	Spanish Language Arts Proficiency Assessment
Stanford	Stanford Achievement Test
SOLOM	Student Oral Language Observation Matrix
SSL	Spanish as a Second Language
WROL	Window Rock Oral Language